

Tuesday, April 15, 2025, 2:00 p.m.
Meeting #97

A167/Zoom

Voting Members

Wendy Benoit, Co-Chair
Barbara Brown, Academic Co-Chair
Sarah Adams
Todd Anderson
Rebecca Archer* – arrived during Item 4
Mark Bauer
Tracey Clancy*
Cari Din*
Jessie Dinh
Dawn Johnston
Kim Johnston
Maliheh Mansouri* – arrived during Item 5
Hieu Ngo
Alexandria Poppendorf* – arrived during Item 5

Non-Voting Members

Derritt Mason
D'Arcy Norman
Trevor Poffenroth
Morgan Vanek*
Leighton Wilks*

Guests

Michael Adorjan, Associate Professor, Department of Sociology – present for Item 3
Jacob Amengor, Incoming Graduate Students' Association V-P (Academic)
Robin Arseneault, Teaching and Learning Project Coordinator, Taylor Institute – present for Item 5
Adil Arshad, Educational Development Consultant, Taylor Institute – present for Item 5
Tara Beattie, Dean, Faculty of Graduate Studies – present for Items 5 and 7
Melissa Boyce, Associate Dean (Academic), Faculty of Arts – present for Items 3 and 4
Amy Dambrowitz, Registrar – present for Items 5 and 7
Erin Kaipainen, Director, Experiential & Work-Integrated Learning – present for Item 7
Natasha Kenny, Senior Director, Taylor Institute and Co-Chair, Assessment Principles Group – present for Item 5
Ted McCoy, Associate Professor, Department of Sociology – present for Item 4
Travis Milnes, Specialist, Campus as a Learning Lab – present for Item 7
Kelly Kay Spurlock, Analyst, Planning and Reviews, Provost's Office – present for Items 3 and 4
Rachel Stewart, Specialist, Evaluation, Reporting, and Support – present for Item 7
Annette Tézli*, Undergraduate Program Director, Department of Sociology – present for Item 3

Secretary and Scribe

Elizabeth Sjogren

Staff

Vanessa Kozielec

Regrets

Fabiola Aparicio-Ting
Sarah Eaton
Marni Farrant
Vui Kien Liao
Christine Martineau
Fabian Neuhaus
Mary Jo Romaniuk
Verity Turpin
Dan Wilson

**Attended virtually*

Secretary's Note: In accordance with the General Faculties Council (GFC) Bylaws Section 8.2, the motion box and "Carried" denotation serves as the entry in the minutes that the Chair of the meeting declared the motion carried.

The Co-Chair called the meeting to order at 2:03 p.m. and confirmed quorum.

1. Meeting Opening

1.1. Approval of the Agenda

Moved/Seconded

That the Agenda for the April 15, 2025 Teaching and Learning Committee meeting be approved.

Carried

1.2. Traditional Land Acknowledgement

The Academic Co-Chair reflected on her experience attending a Werklund School of Education graduate program class called Blackfoot Ways of Knowing and Connecting, sharing that it was an honour to witness the depth of learning, passion, and insight of the student teachers and the transformational teaching they are doing.

1.3. Remarks of the Co-Chair and Academic Co-Chair

The Academic Co-Chair acknowledged Jessie Dinh, Students' Union (SU) Vice-President (Academic) (VPA), and Alex Poppendorf, Graduate Students' Association (GSA) VPA, on this occasion of their last Teaching and Learning Committee (TLC) meeting. Gabriela Dziegielewska, incoming SU VPA (not present), and Jacob Amengor, incoming GSA VPA, were welcomed.

The Co-Chair included the following in her remarks:

- The Academic Integrity Group met with the Generative Artificial Intelligence (AI) Group in March, and had important conversations about student and instructor practices relating to the use of AI in teaching and learning and how students and instructors can be supported in this.
- The new UCalgary Course Experience Survey (UCES) Operating Standard was approved by General Faculties Council at the April 3, 2025 meeting. Going forward, the TLC has delegated authority to review and approve revisions to the UCES Operating Standard.

2. Approval of the March 11, 2025 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on March 11, 2025 be approved.

Carried

3. Curriculum Review – Sociology (Arts)

Documentation was circulated with the Agenda. Melissa Boyce, Associate Dean (Academic), Faculty of Arts,

Annette Tézli, Undergraduate Program Director, Sociology, and Michael Adorjan, Associate Professor, Sociology and former Undergraduate Program Director, presented this item.

Highlights:

- The presenters described the questions that guided the Sociology curriculum review, the valuable course mapping component, and the reflections and data that informed the curriculum review. The presenters expressed appreciation for the new online system for this process.
- The presenters highlighted the Action Plan arising from the Sociology curriculum review, which includes course content changes, program requirement changes, and reallocating Teaching Assistant (TA) resources to maximize impacts, and described that recent initiatives include workshops, tutorials, and enhanced training for TAs.
- In response to questions, it was reported that:
 - New and senior faculty were found to be open to necessary change and there was strong engagement with the course making exercise.
 - Following an environmental scan, it was found that a Statistics course is no longer required in most Sociology programs. While student surveys indicated that students appreciate having a Statistics course, the Sociology program currently has fewer faculty with expertise in quantitative studies.
 - The enhanced training for TAs includes resources posted to a SharePoint site and course-specific training. There is ongoing communication with the Sociology and Law and Society Association (SLSA) regarding desired training, and it is expected that a TA network will develop over time.

4. Curriculum Review – Law and Society (Arts)

Documentation was circulated with the Agenda. Melissa Boyce, Associate Dean (Academic), Faculty of Arts, and Ted McCoy, Associate Professor, Sociology, presented this item.

Highlights:

- The presenters described the questions that guided the Law and Society curriculum review and reported that the course mapping exercise was limited to courses within the program only.
- The presenters reported that the Action Plan includes that the eight core courses in the Law and Society program will not be reimagined, but that drift away from developing reading and writing skills is a concern to be addressed. It was observed that Law and Society is a program with high enrolment and that it is common for sessional instructors to teach the introductory courses, and these may be factors in the move away from the use of written assessments.
- The presenters indicated that it is desired to update courses to align with the shifting equity, diversity, inclusivity, and accessibility (EDIA) landscape.
- Discussion included:
 - The Department of Sociology offers two of the larger programs in the Faculty of Arts (Sociology and Law and Society). There are only two core faculty members in the Law and Society program for more than 600 students, and they are applauded for all that they achieve with limited resources, including curriculum innovation and the winning of teaching awards.
 - The Collective Agreement between the Faculty Association and the Board of Governors sets out procedures relating to the employment of sessional staff. Having clearly described planned course outcomes should help sessional instructors deliver the learning envisaged in the program's curriculum review.

- Some courses contain broad subject matter, such as Liberalism, and the experiences and learnings that students take away may differ.

5. **Principles for the Assessment of Student Learning**

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), Natasha Kenny, Senior Director, Taylor Institute for Teaching and Learning (TI) and Co-Chair of the Assessment Principles Group, Barbara Brown, Werklund School of Education and Co-Chair of the Assessment Principles Group, Adil Arshad, Educational Development Consultant, TI, and Robin Arseneault, Teaching and Learning Project Coordinator, TI, presented this item. Amy Dambrowitz, Registrar, and Tara Beattie, Dean, Faculty of Graduate Studies, also attended for this item.

Highlights:

- The proponents recalled that the Covid-19 pandemic impacted teaching and learning and was a time when the teaching community worked together to adapt and learn, particularly in relation to assessment choices. The proponents reported that Principles for the Assessment of Student Learning (the Principles) are now being developed, as there is a need for ongoing guidance in this area.
- The proponents reported that the TLC is an intentional early stop for discussion of this item, and that the Principles will also be discussed by the Calendar and Curriculum Subcommittee and the Graduate Academic Program Subcommittee this academic year. The Principles will return to the governance system in a more formal way in Fall 2025.
- The proponents then gave a presentation outlining why principles for the assessment of student learning are needed, describing the consultation process to date, and presenting the consultation findings. It was emphasised that the Principles will inform instructors, TAs, students, and leadership, and are meant to stimulate conversations and be considered in decision making.
- The proponents reported that Elder Evelyn Good Striker was instrumental in broadening thinking about assessment, and the commitments of *ii' taa'poh'to'p* (the University's Indigenous Strategy) to Indigenous ways of thinking and parallel pathways also influenced the development of the Principles.
- The proponents indicated intention that the Principles will be a three-part framework: 1) the principles; 2) examples of strategies to meet each principle; and 3) illustrative in-depth examples, such as for large class implementation.
- Discussion included:
 - It may be a challenge to bring the Principles to the attention of all instructors, and to have the Principles embraced.
 - Faculties and Departments could discuss the Principles and co-create transformation in student assessment.
 - The Principles will be received and operationalized differently in units with very large classes. The conditions in which teaching and learning are happening are complex, and multiple-choice examinations are necessary in large classes with no TAs, and it is important to develop the Principles in contemplation of all campus contexts. The proponents acknowledged that this is a common reality and that the resources and supports will facilitate conversations about this.
 - The Principles may be understood differently by instructors and administrators, and administrators may have a bigger picture consideration.

- Instructors teach differently and preferred assessment practices will differ, and some instructors will be more embracing of EDIA and Indigenous ways of thinking than others. It is complicated, but the Principles will need to speak to all people.
- Assessment practices must be clearly articulated in the course outline.
- Transparency with students regarding the use of educational technologies and data privacy is important.
- The term 'resources' is complex, and refers to human beings and money in addition to guiding documents.
- Suggestions included:
 - Principle B could be revised to include reference to modality, as assessment practices should align with the curriculum of the course and program.
 - Principle I refers to educational technologies, but this could be broadened to 'learning environments'. The proponents indicated that they would think about this.
 - The differences between 'principles' and 'strategies' should be articulated in the document.
 - The idea of 'timely feedback' should be defined.
 - The Faculty Association should be consulted on this, as there may be thoughts about how the Principles relate to tenets such as academic freedom.
 - The principles illustrated in the bubbles in Figure 2 could be placed in the same order as the principles listed on page 16. The proponents indicated that the principles were deliberately listed as a-k rather than 1-11 and were illustrated in a different order so as not to imply a ranked list.
- In response to a question, the proponents indicated that the Principles can be shared with colleagues at this time, with context that this is an ongoing project. The proponents reported that resources and supports are being developed.
- The proponents mentioned that principle K states that institutional policies, processes, supports, and infrastructure are needed to sustainably support the assessment ecosystem, but this text may be moved out of the listed Principles to elsewhere in the document.

6. Teaching and Learning Updates and Emerging Issues (Roundtable)

Secretary's note: Item withdrawn due to lack of time.

7. Course-level Mapping of Entrepreneurial Thinking and Research and Creative Scholarship

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), Erin Kaipainen, Director, Experiential & Work-Integrated Learning, Travis Milnes, Specialist, Campus as a Learning Lab, and Rachel Stewart, Specialist, Evaluation, Reporting, and Support, presented this item. Amy Dambrowitz, Registrar, and Tara Beattie, Dean, Faculty of Graduate Studies, also attended for this item.

Highlights:

- The proponents reported that the Academic Innovation Plan speaks to the University strengthening experiential learning, that experiential learning opportunities are occurring across programs, and that course mapping relating to work-integrated learning has been done and submitted to the provincial government. At this time, the University is seeking to develop a foundational awareness of entrepreneurial thinking and research and creative scholarship occurring in programs as well.

- The proponents reported that meetings with academic unit leaders will occur in May 2025 to discuss why this exercise is happening, how the information gathering will occur, and that the data will be refined over time.
- Discussion included:
 - Perhaps AI could be used to initially generate the spreadsheets. The proponents observed that PeopleSoft and AI are not really compatible and that tools like CoPilot have limits, but these are being tried. The proponents reported that, like with the work-integrated learning mapping, manual searches of course descriptions will be the primary way to initially identify entrepreneurial thinking and research and creative scholarship in courses.
 - Entrepreneurial thinking and research and creative scholarship do not have definitive definitions, but there will be common terms and characteristics that can be used in searches.
 - Research and creative scholarship is a broad concept, and many courses, particularly in the Faculty of Arts, will be seen to fit. The proponents indicated that research and creative scholarship will need to be a substantive component of a course in order for it to be counted in this exercise.
 - Libraries and Cultural Resources (LCR) has repository services and so may be able to be helpful with this exercise. LRC staff also teach creatively, so should be considered in the course scan.

8. Taylor Institute for Teaching and Learning Report

Documentation was circulated with the Agenda. Derritt Mason, Acting Senior Director of the TI, presented this item.

- The Conference on Postsecondary Learning and Teaching will be held April 28-30, 2025. Registration to attend is still open.
- The 2025 Teaching and Learning Grants cycle has ended, with 23 projects funded. The recipients will be announced in May.

9. Graduate Students' Association Report

Alex Poppendorf, GSA member of the Committee, presented this item.

- The onboarding of the new GSA executive team is underway.
- LCR is thanked for producing proceedings from the Peer Beyond Graduate Research Conference held February 19-20, 2025.

10. Students' Union Report

Jessie Dinh, SU member of the Committee, presented this item.

- The transition to the new SU leadership team and Faculty representation is underway.
- The SU was involved in getting a federal election voting station on campus April 13-16, 2025.
- The SU's Teaching Excellence Awards celebration event is being held April 16, 2025.

11. Approved Revisions to the 2025-2026 GFC and GFC Standing Committees Meeting Schedule and the 2026-2027 Meeting Schedule

Documentation was circulated with the Agenda, for information only.

12. Other Business

There was no other business.

13. Adjournment

Moved/Seconded

That the Teaching and Learning Committee adjourn the April 15, 2025 meeting.

Carried

The meeting was adjourned at 4:01 p.m.

Elizabeth Sjogren
Meeting Secretary